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ABSTRACT

Several retention strategies have been developed at Miramar College in San Diego, California, to reduce attrition and enhance institutional effectiveness. One of these, the PLACe tutorial center, is dedicated to empowering students to attain educational success. In spring 1992, developmental English students who did not use the PLACe Center had a success rate (received an A, B, or C) of 36.56%, compared to PLACe students who had a success rate of 57.16%. Similarly, developmental math students who used PLACe services had a higher success rate (51.75%) than those who did not (40.05%). Student attrition has also been addressed in the campus-wide collaborative development of a "Student Retention Strategies Handbook," which contains: (1) 23 general campus-wide strategies focusing on efforts to increase students' awareness of procedures, services, and programs; facilitate student access to college services; and plan new events and innovative programs; (2) 24 strategies to be used by the instructor during the first few days of class to provide information regarding class expectations, college services, and facilities; and to create a supportive classroom environment through successful instructor-student interaction; (3) 21 strategies for instructors to implement throughout the semester designed to direct students to proper counseling and academic support and get them involved in campus event through class projects; (4) 28 teaching techniques that may help students attain their academic goals; (5) 15 ideas for improving teachers' interaction with disabled students, and preparing them and other students for tests; (6) 11 suggestions for ways in which administrators can support student retention; and (7) a list of resources at Miramar College where students can get help. The handbook is provided. (KP)

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Managing Student Retention in the Community College

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Diana Fink
Carmen Carrasquillo

Paper presented at "Leadership 2000," the Annual International Conference of the League for Innovation in the Community College and the Community College Leadership Program (6th, San Diego, CA, July 17-20, 1994)

JC 950 066

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Proposal to Present Program
Leadership 2000
July 17--20, 1994

Presenters: Diana Fink, Assistant Professor of English
Carmen Carrasquillo, Assistant Professor of English

Colleges are often perceived as non-intrusive; that is, they make available courses and programs, service and opportunities, and it is the student's responsibility to take advantage of them. Does the college have some obligation to share the responsibility for the student's involvement? Miramar College, one of the three colleges in the San Diego Community College District, has committed itself to promoting the most positive educational experiences for our students. In the words of President Louis Murillo, "Students are the essence of our mission. It is essential to provide students with every possible opportunity to succeed and accomplish their educational goals."

Since attrition is expensive in loss of revenue and human potential and since Miramar desires to maximize usage of its resources in order to enhance institutional effectiveness, we have developed strategies to address retention. Two of these, the focus of our presentation, are the establishment of the PLACe, a tutorial center dedicated to empowering students to attain educational success and the development of a Student Retention Strategies Handbook, a collaborative campus-wide effort addressing enrollment process review, faculty techniques, customer service issues, etc. Our presentation will include a video summary of our unique services and data showing the success of the PLACe in retention and grade performance. In addition, we will present the results of the cross-campus effort to enhance institutional effectiveness in

student retention.

In conclusion, the success of an institution and the success of its students are inseparable. The quality of an institution ought to be measured by: its contribution to student learning and development; by the motivation of students to persist to the completion of their educational goals; and by the ability of students to successfully fulfill a variety of adult roles after graduation. Our mission has become anchored in our future. When students learn and feel successful on campus, they stay. Retention is a critical performance outcome indicator. Campuses that learn how to assess and manage retention are positioned to excel in today's educational climate.

STUDENT RETENTION

Retention is not the goal.
Retention is a by-product of a quality experience.

Retention requires intervention.

Retention is a measure of institutional effectiveness.

Diana Fink,, Carmen Carrasquillo
Assistant Professors/English
San Diego Miramar College

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PLACe RETENTION STUDY

Spring, 1992

	Developmental English students NOT using The PLACe	Developmental English students with PLACe visits	Developmental Math students NOT using The PLACe	Developmental Math students with PLACe visits
%DROP	29.33	19.82	23.70	16.08
%WITHDRAWN	26.52	12.35	29.09	21.88
%NOT COMPLETED	55.95	32.16	52.80	37.94
%Successful A B C	36.56	57.16	40.05	51.75

Developmental English Students with PLACe visits=656
Developmental Math Students with PLACe visits=398

Developmental English Population=2,538
Developmental Math Population=1,921

PLACe STUDENT ACHIEVEMENT STUDY

SPRING 1992

	English not using The PLACe	English using The PLACe	Math not using The PLACe	Math using The PLACe
%A	10.25	17.53	14.71	16.33
%B	15.57	24.43	13.72	20.60
%C	10.73	15.24	11.62	14.62
%D	3.51	7.62	3.87	7.29
%F	2.55	2.13	1.97	2.00
%SUCCESSFUL A,B,C	36.56	57.16	40.05	51.75

FALL ~ 1994

STUDENT RETENTION STRATEGIES HANDBOOK

CELEBRATING 25 YEARS

OF BUILIDNG A FOUNDATION FOR THE FUTURE

10440 BLACK MOUNTAIN ROAD ~ SAN DIEGO ~ CA 92126 ~ (619)536-7800

FALL ~ 1994

STUDENT RETENTION STRATEGIES HANDBOOK

Miramar College Marketing Team
Sub-Committee on Student Retention

INTRODUCTION

Miramar College faculty and staff began the 1993-94 academic year with a specific focus on the issue of ***student retention***. Committed to student success, Miramar College lists as the number one campus priority the goal of placing student needs first and of removing obstacles to their success.

Faculty, staff, and administrators examined retention issues through cross-departmental groups, who began the process of producing this handbook. Throughout the spring semester, student retention became the topic of departmental meetings. Ideas for maintaining student success were generated, and departmental reviews led to this handbook of retention strategies.

This campus-wide effort to support students is consistent with the California community college mission of preparing students for entry into the competitive community workforce or to transfer to a senior higher education institution. The importance of maintaining academic quality and standards is recognized; in fact, this compilation of ideas generated by faculty, staff, administrator, and student input demonstrates the commitment of this campus to adequately prepare our students through the excellence of our programs and services and through the support our students need to succeed.

This handbook is a ***working document,*** intended to be used, reviewed and updated on a regular basis.

Thanks to Louis Murillo, President, for spearheading this project and providing assistance and support. Thanks also to Sandi Trevisan, Public Information Officer and Chair of the Marketing Team, and to the Marketing Team Sub-Committee on Student Retention.

Acknowledgement should also go to American River College and West Valley College for providing stimulus and structure to this project through their own fine handbooks.

Carmen Carrasquillo, Chair
Sub-Committee, Student Retention
Miramar College Marketing Team

APPLAUSE

LETTER OF SUPPORT

We applaud the collective efforts of the faculty, staff, administration, and students of Miramar College, as reflected in this handbook on student retention strategies and encourage any and all activities, programs and services that will enhance the learning process.

Louis Murillo, President
Miramar College

Diane Glow, President
Academic Senate

Glenn Magpuri, President
Classified Senate

Andrew Shaw, President
Associated Student Body

PAGE #

SECTION ONE 4
General Campus-Wide Retention Strategies

SECTION TWO 6
The Individual Instructor:
Strategies for the First Few Days of the Semester

SECTION THREE 8
Strategies to Implement Throughout the Semester

SECTION FOUR 10
Teaching Techniques for Student Success

SECTION FIVE 12
Ideas for Testing Preparation and for
Helping Students with Disabilities

SECTION SIX 13
Administrative Support for Student Retention

SECTION SEVEN 14
Resources at Miramar College: Where To Get Help

SECTION ONE

The following suggestions focus on efforts to increase student awareness of procedures, services and programs, to facilitate student access to college services by improving systems, and to plan new events and innovative programs that will further support our students.

GENERAL CAMPUS-WIDE RETENTION STRATEGIES

1 Provide an information booth on campus.

2 Establish a multimedia terminal in the Learning Resources Center; this terminal can provide information about programs and services in English, Spanish, Vietnamese, etc.

3 Expedite counseling and pre-registration clearance using faculty.

4 Design an orientation program for students scheduled before classes start. A video can be developed to be shown in the library. Offer tours of the facilities, faculty offices, etc., program and financial aid information as part of the agenda.

5 Offer an in-service Flex related to learning styles and notetaking skills (study skills).

6 Support efforts to develop an ***enrollment sheet*** with student phone numbers to facilitate contact.

7 Distribute recommended course sequence handouts in departments to better assist students in counseling about class offerings.

8 Keep updated on department major changes by contacting Counseling.

9 Plan more student social events such as multicultural festivals, ice cream socials, and music performances.

10 Use student clubs such as the Filipino American Student Association and others to market the college, to recruit prospective students, and to support present students.

11 Train faculty/staff on using the voice-mail system; upgrade the system.

12 Use campus bulletin boards to advertise lists of available programs at Miramar and criteria on who could qualify; include information about the length of the application and approval process.

13 Plan a *diversity speakers series* on a variety of topics including affirmative action, disabled student rights and education, multiculturalism, etc.

14 Be informed and give information to students about support programs available such as EOPS, DSPS, New Horizons, and CARE.

15 Check that textbooks are available in the bookstore; attempt to get them in sooner.

16 Provide an office space for adjunct faculty to hold office hours.

17 Place signs on all campus front office counters that state Miramar's commitment to providing an open, encouraging, and warm climate for new and existing students as well as for visitors.

18 Consider student requests for longer Child Development Center hours; students surveyed wish to take classes offered later in the day.

19 Place fliers for current class offerings on the Admissions Office bulletin board.

20 Network with counselors for your department referrals.

21 Put up signs to direct students for registration, where to get parking stickers, etc.

22 Include written section in class schedule on estimated cost for books, transportation. Include this information in counseling sessions.

23 Appropriate Pre-registration:

A Mandatory placement, Effective placement, Individual placement exams for individual disciplines - let each determine.

B Expectations - Even before getting here:

~ Guidance - support strengthening of guidance for K-12.

~ Advertising - What approaches? Help students to see rewards of staying in school.

C Job/Career Fairs

D Financial Assistance

E Veterans Assistance

MORE STRATEGIES & TIPS

SECTION TWO

In the first few days of the semester, the individual instructor is a key information provider regarding class expectations, college services, facilities (notably, the library, bookstore, the PLACe). The following list of retention ideas outlines efforts to provide a supportive classroom environment through successful instructor-student interaction.

THE INDIVIDUAL INSTRUCTOR: STRATEGIES FOR THE FIRST FEW DAYS OF THE SEMESTER

1 Prominently wear name tags and have students wear them in the first few weeks.

2 Provide a thorough review of syllabus and office hour information.

3 Be sure office schedules are posted in A104 and individual instructors' offices.

4 Hand out brief campus information sheet or bookmark.

5 Be informed about learning strategies and how they affect teacher-student interaction.

6 Ask students to fill out an information sheet or an index card listing name, address, phone number, major, work information, why they are taking this class, strengths and weaknesses, previous related courses, etc.

7 Review learning skills and note taking skills while in an introduction mode in class.

8 Have students interview each other and subsequently have them introduced to the class.

9 Develop in-class orientation to campus process, student commitment and responsibility, and expectations for course, including expected level of preparation and competency.

10 Include student participation in scheduled Flex Day activities.

11 Show the services - take class to the library, the PLACe, the Career Transfer Center, and the cafeteria.

12 Explain the relevance of this class to their majors and to their lives today.

13 Invite a representative from the PLACe to come to class. Check for schedule of stress reducing workshops and skills building workshops and announce to students.

14 Join along with students in student functions.

15 Reduce fear of intimidation by giving less emphasis to competition.

16 Outline expectations first day - make sure students are aware of the expectations - include time commitment.

17 Respect students, check own attitudes, be friendly and show you care that they learn.

18 Try to identify struggling students. Give a first day writing sample or pretest to identify misplaced students or those who may require special attention.

19 Place textbooks on reserve to aid financially strapped students and push for financial aid for book purchases.

20 Review the college catalog to be familiar with and updated on the various offerings and requirements.

21 Incorporate a PLACe reading or writing assignment into the syllabus. See the list of resources available and use the *Faculty Request for Services* form if needed.

22 Provide an environment in which there is acceptance of diversity and respect for the individual.

23 Use multicultural readings and/or assignments to encourage cooperative learning and a sensitive academic climate.

24 Help ESL students by providing them with general class information and by directing them to the audio-visual resources available at the PLACe.

MORE STRATEGIES & TIPS

SECTION THREE

The following suggestions emphasize additional assistance to students throughout the semester. In addition to the continuing role of information provider, instructors are challenged to implement ways to better direct students to proper counseling and academic support services, and to create projects to get involved in campus events -- activities that may help students attain their goals.

STRATEGIES TO IMPLEMENT THROUGHOUT THE SEMESTER

1 Increase the emphasis on informing students, re: services such as the PLACe, Counseling, survival skills.

2 Early in the semester, introduce students to the Learning Resources Center by scheduling an orientation.

3 Schedule mandatory "help" sessions for students at risk.

4 Follow up on students identified on the drop sheets as having academic difficulty .

5 Establish a good climate in the classroom by building peer evaluation projects for students to get to know each other.

6 Be specific when giving feedback. Point out both the positive and the negative aspects in student work. Discuss how to accept feedback—the importance of listening. Encourage students to ask for clarification when needed.

7 Call absent students.

8 Expand Personal Growth classes - put course flyer in every room.

9 Plan a Family Day or Night and advertise the event in local newspapers.

10 Get involved with the Majors Fair by submitting materials for display, representing your discipline at a booth, and/or announcing the event to students.

11 Offer workshops to educate faculty on how to utilize a variety of presentation techniques and props that appeal to audio visual and kinetics.

12 Convey how to enjoy the journey through education and make it a part of their lives.

13 Make office visits mandatory within first weeks.

14 Direct students to the PLACe for workshops on areas of need, especially reading, writing, study skills, and math.

15 Have students write their needs and woes at every midterm or during drop sheet period.

16 Provide sufficent break time for classes with a three-hour time block.

17 Provide a classroom environment which allows students to fail but not without maximum faculty effort and always with dignity.

18 Keep contact with struggling students - conferences, etc.

19 Select a conference week in the semester for mandatory meetings with students; this can be done during scheduled office hours.

20 Consider class size when providing time for discussion of research/term papers.

21 Have department and intra-department meetings focus on the topic of sharing teaching tips or strategies. Invite adjunct faculty to participate.

MORE STRATEGIES & TIPS

SECTION FOUR

Miramar College faculty share the following teaching techniques and other strategies that may help students attain their academic goals.

TEACHING TECHNIQUES FOR STUDENT SUCCESS

1 Reinforce that you are a "resource" as well as an instructor.

2 Encourage class participation with provocative questions and feedback.

3 Provide students with a study guide at least one week prior to a test and review test material. Include help with answering essay questions and for taking timed exams.

4 Be enthusiastic, warm, and use humor.

5 Help student groups maintain harmony by encouraging respect of all contributions.

6 If the instructor collects homework assignments, be sure to corrrect students' mistakes and return. Have students redo the assignments.

7 Use the blackboard or overhead projector to better assist ESL students.

8 Provide clear deadlines (due dates) for assignments.

9 Institute a penalty (for example, 10% per week or drop one letter grade) for late assignments.

10 Have an attendance policy in which students are required to call in reason for absence.

11 Design an instructional support tutorial using the computer, audio-visual, or text resources at the PLACe.

12 Group tests - form groups first day of class - keep groups for entire semester. Have instructor participate in each study group.

13 Give a quick pre-test; identify those who need help.

14 Use the *jigsaw method* - groups do parts of a lesson and then present oral reports.

15 Plan a *college hour* for campus-wide activity, student conferences, etc.

16 Give immediate feedback on tests.

17 Tell success stories of past students.

18 Assign collaborative homework assignments to develop student networking.

19 Group students when reviewing a test. Encourage study groups by distributing a sign-up sheet.

20 Give learning styles test and help students interpret the results.

21 When appropriate offer a hands-on application of classroom lecture, subject, etc.

22 Identify "the lies" - what didn't go well because of messages earlier in life - "not good at math."

23 Explain the relevance of the class to their goals.

- *Why should I do this?*
- *Why should I learn this?*
- *What happens if I don't?*

24 Frequent evaluation through quizzes and/or short assignments are good indicators of student progress; use time strategy and give quizzes after class breaks.

25 Start session by having each student summarize/discuss something from current session.

26 Don't highlight or dwell on wrong answers; remember to offer positive reinforcement.

27 Consider student perceptions of course and content when creating exams.

28 Always begin your class with a quick review of the last class session and outline key expectations and objectives for the current class.

MORE STRATEGIES & TIPS

SECTION FIVE

Focusing specifically on the disabled student, the following may provide faculty with ideas for testing preparation and for successful instructor-student interaction.

IDEAS FOR TESTING PREPARATION AND FOR HELPING STUDENTS WITH DISABILITIES

1 DSPS Coordinator can attend department meetings to better inform and educate instructors about students with disabilities and to reinforce the referral process to DSPS.

2 Schedule some training for faculty to identify problems and tactics to address.

3 Work more closely with Counseling on class planning and advising with both disabled and regular students.

4 Place notification in each classroom about DSPS program and services.

5 Plan a faculty in-service re: orientation/ study skills and how to recognize and deal with disabilities (not just legal issues).

6 Offer a variety of tests— objective/subjective and take home.

7 Try not to write on the board and talk at the same time.

8 Counsel students on test taking and study habits.

9 Recommend the PLACe for appropriate workshops or tutoring needs.

10 Refer students to Disabled Student Programs and Services (DSPS).

11 Don't concentrate on disabilities; allow students to find and accept their own levels.

12 Develop and use a comprehensive list of campus and community resources that may solve problems that interfere with the student's ability to return to school.

13 Set up conferences to discuss student concerns.

14 Spend extra time and meet special conditions if needed.

15 Be aware of use of terminology that may clause stress or anxiety.

MORE STRATEGIES & TIPS

SECTION SIX

Effective student retention strategies include administrative support.

ADMINISTRATIVE SUPPORT FOR STUDENT RETENTION

1. Reschedule to permit a college hour.
2. Develop a more non-threatening process to address student grievances/concerns.
3. Provide faculty with profile of class re: basic skills, GPA, etc.
4. Test student learning styles during assessment and report to faculty.
5. Plan an in-service day for training about learning modalities (styles).
6. Develop an adjunct faculty orientation.
7. Suggest students call Counseling if they have a personal problem which prevents them from attending class.
8. Support efforts to provide an Information Booth or a multimedia terminal to provide students with information about programs and services.
9. Support visibility of programs such as Veterans, EOPS, DSPS, CARE, and New Horizons.
10. Expand the Faculty Resource Center by providing more desks, chairs, sofas, computer equipment, etc.
11. Support the placement system.

MORE STRATEGIES & TIPS

SECTION SEVEN

RESOURCES AT MIRAMAR COLLEGE
WHERE TO GET HELP

ASSESSMENT APPOINTMENTS
Admissions and Records Office
536-7844, Room C303

CAREER PLANNING
Counseling Department
536-7840, Room C302

CHILD CARE
Child Development Center
536-7851, Room F200

COMPUTERS
Computer Lab
536-7306, Room I130
Library
536-7310

EDUCATION PLANS
Counseling Department
536-7840, Room C302

EOPS AND CARE
536-7869, Room C302

EVALUATION FOR GRADUATION
536-7371, Room C302

FINANCIAL AID, JOBS, SCHOLARSHIPS
Financial Aid Office
536-7864, Room B305

INSTRUCTORS' OFFICE HOURS
Instructional Services Office
536-7873/536-7812, Room A104

LEARNING DISABILITIES
Disabled Student Programs & Services
536-7212, Room C302

LOANS, STUDENT
Financial Aid Office
536-7864, Room B305

MESSAGES FOR INSTRUCTORS
Instructional Services Office
Voice Mail, Room A104

NON-TRADITIONAL CAREER INFORMATION
Gender Equity/Counseling Department
536-7812, Room C302

PARKING PERMITS
Campus Police
536-7886, Room D403

PHYSICAL DISABILITIES
Disabled Student Programs & Services
536-7212, Room C302

REGISTER FOR CLASSES
Admissions and Records Office
536-7844, Room C303

TRANSCRIPTS
Admissions and Records Office
536-7844, C303

TRANSFER INFORMATION & ARTICULATION AGREEMENTS
Counseling Department
536-7840, Room C302

Transfer Center
536-7840, Room C305

TUTORING
the PLACe
Personal Learning Assistance Center
536-7852, Room D106

TYPEWRITERS
536-7310, Library

VETERANS' SERVICES
Veterans Affairs Office
536-7862, Room B305

VOLUNTEERING
Financial Aid Office
536-7864, Room B305

WORK EXPERIENCE
Work Experience Office
536-7861, Room B101B, I102D1

WORK-STUDY
Financial Aid Office
536-7864, Room B305

MORE COLLEGE RESOURCES

MORE. . . . . .